The Communicator

For the Amateur Radio Community by NARA *MAY 1990 $2.00*

UNIDEN DONATES HR-2510's TO SCHOOLS

Company supports Amateur Radio and Education

The Uniden Corporation of America, famous manufacturer of consumer electronic products, has offered to make a quantity of their Model HR-2510 available to schools. This is the first time any manufacturer has made a commitmentof this magnitude to improving education via Amateur Radio.

"Uniden recognizes the urgent need to interest students in science and technology," stated Paul Davis, the Executive Vice President of Uniden. "Over the years, the field of science has lost it's attraction as a vocation. Uniden sees this program as a way to use the Amateur Radio hobby to revitalize an interest in mathematics, physics, chemistry and even foreign languages," he added.

The HR-2510 operates between 28.0 and 29.7 MHz, which includes the Novice/Technician voice band between 28.3 and 28.5 MHz. The equipment can be used to communicate with other schools around the country via "nets" such as the "CQ All Schools" activity on 28.303 each Tuesday and Thursday at 12:30 EDT. Students can also use the "2510" to listen to conversations on Russian satellites passing overhead and hear FM repeaters in other parts of the country. In the evening, when long distance communication ceases, the HR-2510 can be used to send code practice transmissions to prospective Amateurs. It can also be used for local computer-to-computer communications and distribution of computer information to students.

The National Amateur Radio Association (NARA) has been appointed to administrate the distribution program. Any school can qualify to receive one of the Uniden HR-2510 transceivers. The requirements are relatively simple. They are:

1. The school must have a licensed radio Amateur on their staff who is authorized to operate on 10 meters. The radio is donated to the school but must be operated under the supervision of the licensed Amateur.

2. The school agrees to install and operate the equipment. When it is no longer used, for whatever reason, it must be returned to **NARA** for redistribution to another user. The radio cannot be sold or "redonated".

The purpose of this program is to **maximize the benefit to educators and the Amateur Radio fraternity.** There will be more qualified schools than there are radios. For this reason, **NARA** has appointed a committee to review the applications and decide which donations will provide the most benefit. The committee consists of educator/Amateur Gordon West (WB6NOA), Carole Perry (she's WB2MGP) and Rick Gantman (license on the way!). Rick is an instructor at Bellevue High School, our test laboratory for studying educator/Amateur interfacing.

Quoting Gordon West, "It's not the school that will make this work, and it's not the kids, it's the one individual that will take the transceiver and get it on the air." **NARA** wants to find these key instructors throughout the country that can present Amateur Radio to our young people on a daily basis.

To obtain an application form for one of the Uniden HR-2510 transceivers, contact **NARA** (see Masthead on page 8). And once again, our thanks on behalf of the entire Amateur Radio community to Uniden Corporation of America.

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ARISE YE "ENGINERDS"

WW III will be fought in the classroom

by George Ure, AC7X

If you think Detroit alone has been beaten up by the Japanese, you haven't looked at the brandname on your VCR, camcorder, 35 millimeter camera, microwave oven, computer, or stereo, have you?

There's a fair body of evidence indicating a correlation between the health and vigor of ham radio and how well a country is able to execute technical innovations in consumer electronics.

To be sure, ham radio has always been the fertile soil from which almost uncountable innovations have been born; specific antenna systems, emission types (single sideband, for example) along with space and terrestrial data communications, to name just a few.

Nerds of the World- Arise!

For sociological reasons which seem a bit fuzzy, residents of the U.S. and particularly young people, have failed to maintain a widespread interest in electronics as a hobby. Think back over your own school career. Remember the "nerds" who were tinkering with electricity, chemistry and physics a few years ago? Today, almost without exception, the "nerds" have migrated to electronics in one form or another. The "enginerds" are now driving Mac's and PC's, which turn out computer assisted designs for tomorrow's consumer products. The chemistry nerds are now monitoring complex computer systems which report minute changes in chemical plant batch processes.

And the radio nerds? Some of us are involved in computers, others in pagers, cellular telephones, space based communications, broadcast television, AM-FM broadcasting and cable TV. Others design, build and maintain the radar and radio systems which control the jumbo jets overhead, the hams who get shot into space and those thousands who are in the Amateur radio hobby "just for the fun of it".

The Nerd Shortage

Frankly speaking, we've got a nerd shortage today which represents a clear and present danger to the United States economy. There are two reasons for the shortage. The sociological underpinnings are just part of the problem. The new danger has to do with changing demographics - a five dollar word worth exploring a bit. Demographics is the study of the age characteristics of a population. How many people are young, how many are old and how many are somewhere in between. It's the study of who has money, who lives in a house without indoor plumbing and all those Census Bureau kinds of questions.

The biggest demographic issue around today is the disappearing teenager. In fact, the U.S. Department of Labor says the number of young people entering the workforce will decrease by about 10% between 1990 and the year 2000.

Frankly speaking, we've got a nerd shortage today

How did we get into this position of a vanishing youth? Simple: There was a baby boom following World War Two. The soldiers came home and did what you'd expect after being away from their girl friends and wives for a long time...they had kids. The kids who were the post World War Two baby boomers- those born between 1946 and 1955, in turn grew up and had families of their own in the 1970's and early 80's. Now, the ripples caused by the WW II baby boom has passed.

The demographic shift means some pretty profound things. For openers, we're seeing a very low unemployment rate. In a lot of big cities there are more jobs than people willing to fill them. Not that you could live very well on the wages being paid, but that's another issue. McDonald's has recently started radio advertising looking for employees while colleges and technical schools are fighting a full scale marketing war over who will train the shrinking number of students coming down the pike.

In time, we'll likely see some reduction in housing demand, too. Cardiff and Gray, in their book "The Coming Real Estate Crash" were probably off only in their timing, not the events they projected. Fewer kids logically means fewer home starts. Barring recession, getting a job will not be a big deal for a few years. Now the question is what job? It's not likely to be in electronics. We're not selling the field to our kids.

The U.S. primary education path is still a two track system geared toward two extremes: Wood shop, metal shop and gas engines for the vocationally bent and engineering and medicine for the college bound.

NARA's view is that we are seriously short-changing both groups by keeping them functionally illiterate in the field of electronics. The vocational group can't fix a car anymore without a computer. And the wood shop students are going to run out of wood after we have taken the last tree from the Brazilian rain forests.

Over time, erosion within the K-12 educational system has worked its way up through the workforce, resulting in a technically inferior group, on average, than our competitors in the international arena. They have already geared their vocational tracks to electronics, assembly and quality control. Now we will have still fewer young people with which to fight for economic and technical survival.

Having worked on several projects for one of the leading Japanese manufacturers of high quality commercial and amateur radio equipment, I have come to personally respect the awesome Japanese technical competence. Their radios aren't just OK, they're damn good. And I'm embarrassed that we don't have anything even close to their specs, quality control and "feel".

The Battle Begins In School...

And it ends in the commercial marketplace. Young people in Japan are actively encouraged to participate in ham radio and other electronic pursuits from grade school forward. This is in stark contrast to the U.S. The only accredited K-12 curriculum for teaching ham radio is a class in New York city. Our educational system has pushed extremes of practicum for the wood shop gang and reams of theory for the calculator bangers. The middle ground has been lost.

Japan has taken that middle ground by force. Their system of education encourages both a technical competence in design and competence in product execution. Japan has four times the number of ham radio operators as the United States - yet their population is half that of this country. This means the number of people who participate in radio communications at the hobby level in the U.S. is about one-eighth the per capita rate of the Japanese. This while domestic politicos have the audacity to wonder why we're not building competitive televisions and home electronics or why we've already lost the high definition television (HDTV) battle.

About the only thing we are good at exporting is rock and roll. There has been a small resurgence of interest in the passive listening to short wave by Americans. There are now a couple of high power rock 'n roll radio stations broadcasting on shortwave bands within the U.S. directed toward the U.S. and Canadian markets. (WRNO, New Orleans and KUSW, Salt Lake City, Utah)

With the upcoming Goodwill Games in Seattle, it is significant that there will be an international ham radio competition included in the schedule of events. In Europe, too, it is not uncommon to see joggers running through city streets holding small radio direction finders looking for a hidden transmitter. The IARU (International Amateur Radio Union) recognizes this odd cross between orienteering and a radio operator contest as a legitimate sport.

While the rest of the world has increased awareness and stature of ham radio, the U.S. lags. For example, look at the number of countries which already have a no-code class of Amateur license. Most have had it for several years. It's nothing new.

Our technological lag is not total. We still have a chance. The United States has a small but dedicated cadre on the leading edge of technology. However, when compared with the Japanese, brilliance might not make up for brute numbers. Body counts notwithstanding, the U.S. "Amateur Satellite Corporation" (AMSAT) recently launched another bevy of small ham radio communications satellites in the "MicroSat" series. Unfortunately, most of the U.S. population still thinks of ham radio operators as old men who pound out Morse in the middle of the night.

Maybe We Can Change

We've orbited more than a dozen satellites, developed international computer-to-computer networks and had conversations with Soviet and U.S. space missions. This has got to be one of the best kept secrets since the Manhattan Project.. Perhaps we have too few journalists listening to international shortwave broadcasts, or traveling and talking to people in foreign countries. Maybe its too easy to read the news wire and let it go at that.

The F.C.C. has recently moved to implement a code free license system, but this follows Japan's lead by more than 10 years. Now the question is how quickly we can learn, adapt, implement and innovate based on this tool they are about to give us? In a country where the majority of consumers can't even program their microwave ovens and VCR's, our technical incompetence seems inexcusable.

GORDON WEST CREATES AN ON-THE-AIR SCHOOL

If you're wondering what you can do to further Amateur Radio in your area, you might consider duplicating Gordon West's (WB6NOA) idea for on-the-air education.

Southern California Amateurs can participate in a free code and theory class simply by tuning in 28.333 MHz every Tuesday evening at 7:00 PM. The frequency is ideal for this application since it is open to all present Amateur classes. The selected frequency allows for voice as well as code practice.

"This class makes sense on the air. Why should students drive a half hour to a code class when they can do the same thing right at their own home station?" comments Gordon West. "And they won't have any problem in hearing us-- we are operating through a remote base station with a main transmitter high atop the Palos Verdes hill." West utilizes additional receivers for monitoring incoming calls from low power stations in Orange County.

The end of the eight-week session features a VE-administered test session that all listeners are encouraged to attend. Details about when and where the code test will be administered are announced right on the air. Every week the code is increased one-WPM faster. However, the code character rate is consistantly held at 15 WPM and big spaces to slow it down to 5 WPM for the first class session.

We should also mention that Gordon, in conjunction with Carole Perry, (WB2MGP)operate a "CQ All Schools" net on 10 meters each Tuesday and Thursday at 12:30 EDT on 28.303 MHz.. They regularly get check-ins from all over the country.

If you would like to help prospective Amateurs and want to participate in a similar program in your area, contact the Gordon West Radio School on the Class Line (714-434-0666) or the Hot Line (714-549-5000).

SUPPORT A TEACHER

They're the foundation of America

The nation's teachers provide the foundation of our children's education. Many of these educators are beginning to realize that Amateur Radio is not only a hobby but a teaching aid to instruction in math, science, languages and even social studies.

One of the goals of **NARA** is to publicize ham radio as a vehicle to provide a better education for our youngsters. Most children today, are rather unconcerned about getting an education. They muddle over math, fret about foreign languages and sigh over social studies. Our organization hopes to change this ambivalence by introducing them to the hobby of Amateur Radio.

Educators may not have thought of ham radio as a means of stimulating students to learn about physics and science. It can do this and more. Our hobby involves geography, math, languages and civics, in addition to the technological aspects of our world.

An interest in mathematics is stimulated in many ways via ham radio. For example, it may be necessary to locate an Amateur satellite in order to correctly aim the communications antenna. This involves trigonometry, geometry and even a bit of astrophysics.

The following list of educators have either contacted **NARA** for help, have received a copy of the code practice program Super Morse or are participating in the DOVE program. If you would like to assist these people, who encourge youngsters to become radio Amateurs, contact one or more of the following educators:

Bob McDermolt, Science Dept. Head, Framingham North High School, "A" Street, Framingham, MA 01701

Philip Downes, Bean School, RFD 3, Agusta. ME 04330

Robert H. Feinstein, 545 West End Ave. Apt. 14D, New York, NY 10024

Mr. Irving Felsenfeld, Ham Radio Department, Inwood Intermediate Sch. 52, 650 Academy St., New York, NY 10034

Thomas R. Leach, Elias Bernstein Intermediate, 1270 Huguenot Ave., Staten Island, NY 10312

James F. Haran, 7 Longview Road, Pt. Washington, NY 1050

Richard P. Devir, Walden School-BOCES, Yorktown Heights, NY 10598

Ms. Ann Krawet, 4 Mountainview Dr., Monroe, NY 10950

Lawrence Frey, 47D Heritage Dr., New City, NY 10956

Ms. Jeanie P., Wing, 928 56th St., Brooklyn, NY,11219

Mrs. Sophia Gruebel, P.S. 253, 601 Ocenaview Ave, Brooklyn, NY 11235

Mr. R. Gennan, Science Chairman, Freeport High School, Freeport, NY 11520

Lawrence N. Deering, P.O. 275, Bellport, NY 11713

Ms. Mari Lou Hernandez, 151 Washington St., Farmingdale, NY 11735

William M. Imhof, MA, Foreign Language Dept., Kings Park H.S.. 23 Park Street Box 401, Kings Park, NY 11754

Mr. Ruben Marshall, 1101 Vine St. Apt. B2, Liverpool, NY 13088

William Naple, North Rd. R.D.1 Box 170B, St. Johnsville, NY 13452

Joe Calzaretta, Munn School, Spencerport, NY 14559

Ms. Emma L. Smith, P. O. Box 25, Watkins Glen, NY 14891

Mickey Maholtz, Curwenesville High School, Beach Street St. Curwenesville, PA 16833

Jim McEwen, 1923 Ewins Ave., Charlotte, NC 28203

Ms. Lib Crockett, Public Information Specialist, National Dropout Prevent Cntr., Clemson University, Clemson, SC 29634

Ms. Betty L. Miles, IB Coordinator, Atherton High School, 3000 Dundee Rd., Louisville, KY 40205

Kelly Bell, Edmonton Elementary School, P.O. Box 176, Edmonton, KY 42129

Marilyn K. Watson, Liberty Elementary School, Rte. 6, Box 350, College Ave., Liberty, KY 42539

Charles Murray, Memorial Park Middle School, 2200 Maumee Avenue, Ft. Wayne, IN 46803

Mrs. Linda Reich, Crestwood High School, 1501 N. Beech Daly Rd., Dearborn Heights, MI, 48124

Mrs. Susan Krupa, Kinloch Elementary School, 1505 Kinloch, Dearborn Heights, MI 48127

Ms. Mary B. Yaunke, Teacher, Alternative Ed. Dept., Corunna Public Schools, 106 South Shiawassee St., Corunna, MI 48817

Rose Willmann, Talented & Gifted Staff, Madison Metropolitan Sch Dist., 545 W. Dayton St., Madison, WI 53703

Mr. Dennis Brown, Principal, Pleasantview Elementary School, Box 754, Lakefield, MN 56150

Mr. Glen Moss, MacArthur Junior High Schoo;, 700 N. Schoenbeck, Prospect Heights, IL 60070

Alvin R. Kempf Jr., Skipper, S.E.S. Eagle 4118 W. 17th Place, Country Club Hills, IL 60478

Ms. Marcia Haskin, Administrative Assistant, Independence Public Schools, 1231 Windsor, Independence, MO 64055

Ronald E. Meyer, Supervisor Special Projects, Omaha Public Schools, 3215 Cuming St., Omaha, NE 68131

Dayala Mahrenholtz, Abraham Lincoln School, 12620 Broadway, Whittier, CA 90601

Lawrence Randall, University of Calif., Center for Astorphysics C-011, LaJolla, CA 92093

John T. Green, Placer Hills School, P.O. Box 68, Meadow Vista, CA 95722

Rick Gantman, Bellevue High School, 601 108th S. E., Bellevue, WA 98004

Bob Mullen, Sedro Woolley High School, 1261 E. Lake Drive, Sedro Woolley, WA 98284

Mrs. Karel Vance, Downing Elementary Sch., Tacoma, WA 98406

A DAN & BURKE ELECTRONIC ADVENTURE

The New Friendship

Burke Olin was in his basement laboratory," but the teenager was not exactly laboring. Instead, his well-padded frame was stretched out comfortably on an old leather couch. Burke's dark crew-cut was pillowed by his clasped hands and his round face stared vacantly up at the ceiling while listening blissfully to the thundering dance beat of Depeche Mode.

The throbbing sound was generated by a new CD player resting on the floor beside the couch. The pressure waves that issued from the speaker cabinets in each corner of the room were just barely below the threshold of pain.

Suddenly, riding over a sax solo, there came a strong youthful voice saying with great deliberation, "One, two, three. four- test. This is N7NQL testing. One, two, three, four."

Burke was a firm believer in the conservation of energy; so it was strictly in character that his only immediate reaction to this surprising development was to bat his eyes rapidly like a toad in a rainstorm and continue to listen. The voice continued its rude accompaniment of the drums. Now and then the counting and alpha-numerical mumbo jumbo would change to shrill whistles such as one uses in calling a dog. After a few minutes of this, Burke finally turned over on his side and experimentally selected another cut on the silver disk. As he did this, the drums stopped abruptly; but the strange voice went right on proving it could count--at least as far as four.

"It's not on the disk," was Burke's brilliant muttered deduction. He heaved himself to his feet and walked over to the 100 watt amplifier sitting on a workbench and turned it off. The voice dropped in volume, but it did not disappear. Instead its source switched from the speakers to the open basement window.

Determined to get to the bottom of the mystery, Burke ambled up the basement steps and stood in the back yard listening. The voice clearly came from an open upstairs window of the house next door, a house into which new neighbors had just moved the day before. As Burke stared upward, debating his next move, a curly blond head popped out of the window. The youngster was holding a microphone in his hand and was looking upward at a wire that ran from the top of the window frame to a tree back near the alley.

"Hey, you, what do you think you're doing?" Burke demanded.

The head in the window turned and stared disinterestedly down at Burke with a pair of bright blue eyes behind horn- rimmed glasses.

"I don't 'think'; I know what I'm doing," the boy in the window replied coldly. I'm seeing if my Amateur transmitter will load up this new antenna I've put up.

"As loud as you were yelling, you shouldn't need a transmitter," Burke observed tartly.

"I wouldn't have to yell if some dope wasn't playing a distorted radio at full volume. Was that you?"

"Never mind that," Burke said hastily. What I want to know is how come I'm picking up what you say into that microphone on my CD player?"

Are you?" the new boy said with quick interest. Wait a minute and I'll be over."

In a few seconds he burst out the back door and vaulted easily over the low fence between the yards. His tall, lean, well- muscled figure was clothed in a pair of baggy-pocketed army fatigue pants and a faded sweat shirt with a faintly visible BMW logo.

"My name's Dan Lewis," he offered. Guess we're neighbors. What's your handle?"

"Handle?" Burke repeated with a puzzled look.

"Sure; I mean your name. That's ham talk."

"Oh, I'm Burke Olin. Come on down into my lab, and I'll show you the player."

As the two boys stepped inside the basement door, Dan stopped and took a searching look around. The first thing that caught his eye was the fine wide workbench that ran clear across one end of the room. On a board above the bench was a miscellaneous collection of hand tools. Dan walked over and disapprovingly ran a finger along the edge of a handsaw with half

Dan and Burke is based on a storyline created in 1954 by John Frye, W9EGV. The boys are the son's of John's original characters, Carl and Jerry.

John Frye is no longer with us. But while he was alive, John was an avid Amateur radio operator who wrote about young people for young people.

It's doubtful that anyone could make John's stories more interesting or improve on his words. We'll settle for giving them a '90's twist.

If you would like to learn more about becoming an Amateur, write to The National Amateur Radio Association, 16541 Redmond Way, Suite 232, Redmond, WA 98052 or call 1-800-GOT-2-HAM.

the teeth missing and inspected a pair of screwdrivers with broken, twisted bits and battered handles. Then he turned his attention to the amplier sitting on the end of the bench and followed with his eye a long line from the amplifier to the CD player sitting on the floor by the couch across the room. Another line went from the amplifier to what looked as though it might be a couple of birdhouses for ostrich's, sitting over in a corner of the room.

"Those are bass-reflex cabinets," Burke announced. I built them myself."

Dan walked over to one of the crude speaker cabinets and examined it closely. "Did you really manage to saw those boards that crooked or have you got a pet beaver?" he inquired disparagingly.

"So I can't saw straight !" Burke admitted with a good natured grin; but take a listen."

As he said this, he turned on the amplifier. The whole basement was flooded with a sea of sound. The volume was so great that the whumping of the bass drum actually made the tools jangle on the tool board.

Dan strode over and turned the volume down to a mere roar.

"It doesn't sound too bad," he grudgingly admitted, "but I'll never know why. I never saw a more kluged setup. That long lead from the player to the amplifier is what is picking up my signal. Wait until I get my solder gun and a capacitor and we'll see if we can cure it."

He took the cellar steps two at a time as he said this; and Burke, exhausted by the sight of so much energy, sank back on the couch to await his return. He did not have long to wait, for in a minute Dan was back, carrying a device that looked like a Han Solo ray gun in one hand and a little brown plastic object in the other hand. In a flash he had the amplifier turned over and was probing around in the wiring with the tip of the solder gun as he explained:

"The trouble is caused by the strong signal from my transmitter collecting on the input of the audio preamplifier. These wires act like an antenna."

"You mean on the base of the transistor?" Burke asked.

Dan shot a surprised look at him and went on, "That's right. This strong radio frequency signal upsets the normaI operating conditions of the transistor and makes it act more like a radio receiver than a stereo amplifier. I'm going to connect this small capacitor between the base of the first transistor and the chassis so that signals from my transmitter will be bypassed to ground--"

"And then," Burke smoothly interrupted, "the base will no longer be overloaded, rectification will stop, and the transistor will cease to be biased to the point where it acts like a big crystal set."

"Hey, where'd you learn to talk like an electron?" Dan demanded. Are you sure you don't have a ham ticket?"

"Nope," Burke answered, vastly pleased at the impression he had made on his new neighbor. He walked over to a bookshelf on the wall that, in contrast to the workbench, was in perfect order. On it were a few books of elementary physics and several stacks of radio magazines.

"I get a large charge out of reading anything about electricity or electronics," he explained. It just happens that the last issue of the magazine in this stack contained an explanation of how radio signals could cause interference to home entertainment; so that's why I had that explanation down pat."

"Well, all right," Dan remarked as he finished soldering in the capacitor and turned the amplifier on. We hams get so used to people not understanding what we're talking about that it makes us feel funny when we hear a stranger spouting something we understand."

"Now let's try this thing out. Don't play anything and keep listening at different positions of the volume control. I'll dash over and turn on the rig and put out a test."

As he said the last word he was already halfway up the steps. Soon Burke could hear his voice coming faintly through the basement window; but no setting of the amplifier gain control caused the voice to be heard in the speaker.

"The operation was a success, Doctor," he yelled out the window.

"All's well that ends well," Dan reminded his new friend. "Now, come on over and see my hamshack. Ten meters is wide open and we should be able to talk with someone in Europe or Africa."

"In your dreams," a wide-eyed Burke said as he trudged up the stairs and out into the yard heading for Dan's house.

OUR NEW NAME

Some time ago, we asked reader suggestions regarding a more suitable name than "NARA NOTES". The response from members was suprising and the suggestions diverse.

About this same time, the American Radio Relay League petitioned the FCC for a new class of Amateur license call the "Communicator". It was immediately obvious that this would also make an excellent name for our publication whether or not the new license class was adopted.

Here it is, our new name and logo....

The Communicator

Paul Gerhardt, KB3HH, is interested in training youth in Amateur Radio. If you live near Paul and would like to colaborate, contact him at 1255 Stonewood Ct., Annapolis, MD 21401

UNITING THE WORLD'S BEST

Games Will Include Amateur Radio Contest

1990
GOODWILL
GAMES™

The World RadioSport Team Championship Committee has done an excellent job in getting Goodwill Exchange status for an Amateur Radio operating event.

Committee Chairman, Danny Eskenazi (K7SS) stated recently "The Goodwill Games could provide the ideal backdrop for our competitors and we worked very hard for over a year to get our official Goodwill Exchange program approval".

The scheduled dates of the Championship event are July 20 and 21. The competitors will consist of eight each invited US-HF contest champions, Soviet competitors and other invited DX radiosportsman (24 total). Each team will consist of two operators for a total of 12 teams. The format will be US teams versus USSR teams versus the teams from other IARU countries. The teams will compete for gold, silver and bronze medals.

"Nothing like this has been done before and we're very excited at the encouragement we've been receiving," stated Martti Laine (OH2BH), the Event Chairman. "We hope this can evolve into a continuing event including the 1994 Goodwill Games in Leningrad."

NARA INVITES YOU TO JOIN

Our Objectives

NARA wants to make Amateur Radio more widely known and to encourage more people to take up the hobby. We are especially interested in encouraging young people to join our fraternity, both for the good of the hobby and for the long term good of the country itself. **NARA** has committed itself to making Amateur Radio more interesting and more accessible to all concerned.

Our Goals

1. To encourage the establishment of an entry level Amateur license which removes the artificial barriers to becoming part of the fraternity.

2. To create a program oriented to youngsters and young peoples groups nationwide which will advance technical education for all through Amateur Radio.

3. To advertise Amateur Radio to the general public and increase the awareness of the importance of ham radio and as an interesting way of educating young people.

What NARA is Not

1. **NARA** is NOT an Amateur Radio fraternal organization. Our aim is NOT to compete with any organization, but rather, to bring to bear our talents and commitment to achieve our goals.

2. **NARA** is NOT looking for change by itself, but for directed, beneficial change towards the growth of our fraternity. We are committed to restructuring the requirements for entry into our hobby.

NARA, The National Amateur Radio Association is a non-profit, tax exempt organization as defined under Section 501(C)(3) of the Internal Revenue Code of 1986. Your contributions may be tax deductable. Check with your tax advisor to determine the exact status of your contribution. Your support is sincerely appreciated.

YES! I support NARA's objectives and I want to help

NAME_____ CALL _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

MY DONATION IS $_____ I SUPPORT "NO-CODE" Yes No

WHAT DO YOU THINK?

Is this really what you want?

As most Amateurs know, the FCC has introduced a proposed set of rules for a "Communicator" class of Amateur license. It is known as PR Docket 90-55. If you are not familiar with the proposed rules, you can obtain a copy (for $1.00) from W5YI REPORT, P.O. Box #565101, Dallas, TX 75356-5101.

NARA plans to comment on the proposed rules in the near future. However, before we do, we want to hear from our readers to determine their thoughts on the matter. You need not be a member or a licensed Amateur to respond. The input of *prospective* Amateurs may, in fact, be even more valuable since PR Docket 90-55 affects them more than it does a licensed Amateur.

What Do You Think?

The FCC proposes that Communicator Class Amateurs operate on frequencies above 222 MHz. This would exclude the two and six meter bands. Two meters is used for satellite and digital communications. Six meters exhibits long distance characteristics at certain times. It is also very popular for radio control. Where do you think the Communicator privileges should start? ☐ **30 MHZ** ☐ **222 MHZ**

Suffix Now Or Later?

Under PR 90-55, when someone earns a Communicator license, they receive a 2X3 call. When the new Amateur learned the Morse code and passed a 5 WPM test, an awkward "/AC" suffix would be added to the call and he or she would be granted full Novice/Technician privileges.

NARA think this is backwards. They should use the suffix when they are a Communicator, then drop it when they upgrade. What do you think?

☐ **AGREE** ☐ **DISAGREE**

A Hobby for Old People?

For years, we have used the Morse code to "separate the adults from the children", and it has served us well. The code test has worked as an excellent filter to discourage young people from joining our hobby as evidenced by the average age of a ham (51). The FCC proposes to eliminate the code test but wants to substitute another filter. To earn the Communicator Class license one would have to pass a test which includes both the Novice and Technician questions, plus four on the code (60 total). **NARA** believes the FCC is simply trading one filter for another. Should the written test consist of only the questions that a prospective Novice must answer. What do you think? Do you agree or disagree?

☐ **AGREE** ☐ **DISAGREE**

No More Novices

The Commission feels there are too many similar classes of Amateurs. They propose to eliminate the Novice and Technician (existing licensee's would be "grandfathered") and make this an extension of the Communicator license. Possibly a good compromise is to combine the Novice and Tech Class. What do you think?

☐ **AGREE** ☐ **DISAGREE**

These are not all the issues in PR 90-55 nor is this a complete discussion. Let us know how you feel on the matter. **NARA** will use the material in preparing our response. If you raise a particularly powerful point we may quote you in our submission.

You should also plan on sending your expanded comments to the FCC. Read the complete text of PR Docket 90-55, then decide what, if any, changes you would like to see in the licensing structure. The FCC inquiry will be closed for further comment in August of this year. Next month, we'll discuss the format for making your submission to the FCC.

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